

Physical Education Teacher Attitudes towards the Effectiveness of Sport activities in Northern-East Badia

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Abstract

The purpose of this study is to investigate Physical Education Teacher Attitudes towards the Effectiveness of Sport activities in Northern-east Badia. The study population consisted of all teachers of Physical Education who is studying curriculum of physical education in schools affiliated to the Directorate of Education of the brigade desert north-east, due to the small size of the study population has been taken in full has been numbered (158) teachers who are studying education curriculum sports, has They distributed questionnaires and retrieved them Researcher (104) form a percentage of (65.8%) of the study, for the purposes of the study, the researcher using the questionnaire as the Chairperson of the data collection. The questionnaire of two parts: the first, and include personal information about the study sample, such as race and stage of teaching experience, and the second consists of 16 items distributed on two areas, namely: (classroom management, personal competence) describe each paragraph, including trends teachers of physical education toward the effectiveness of sports activities, and after data collection and discharge have been processed using statistical methods and descriptive and analytical occasion. The study showed the following results: the trends of teachers of physical education to the effectiveness of sports activities in the desert north-east (medium) where the arithmetic average of the responses of the sample (3.57: 5.00), and their attitudes toward the effectiveness of classroom management in sports activities (medium) with a mean (3.40: 5.00), and their attitudes toward the effectiveness of personal competence (high) with a mean (3.75: 5.00), and the lack of statistically significant differences attributable to the variables of gender and stage of teaching experience, and the existence of differences in favor of the stage, teaching in favor of secondary schools in the area (personal competence), and in the light the results of this study, the researcher recommended a number of recommendations.

Keywords: Trends, Physical Education, the effectiveness of sports activities, North-East Badia.

Introduction

Physical education is considered to be a main branch in education taking its theories from the different sciences through the guided physical activity to prepare individuals in all levels and to enable them from adjusting with their daily life requirements.

Physical Education in school plays an important role in educating and developing students' attitudes and awareness towards sports, as the student learn and practice sports in school or in pastime will enable him to practice it in his daily life outside school (Al-shinawi, 2006).

Physical education teachers hold the main responsibility in conducting different educational activities. Therefore, they must obtain the need knowledge as well as skills which are the main requirements in teaching. Therefore, taking care of education is the first step in reforming education and providing teachers with needed competencies is the most efficient method in improving learning especially in physical education (Al-tamimi, 2009: 2).

Moreover, teachers' trends and attitudes play important role in guiding and developing their teaching behavior. Attitudes can be defined as (A feeling accompany individual 's attention to the issue of what is the direction of myself or characterized by a concentration of attention on a particular topic (Al-sawari,1996, 23).

Further, they are a predisposition or a tendency to respond positively or negatively towards a certain idea, object, person, or situation. Attitude influences an individual's choice of action, and responses to challenges, incentives, and rewards (Sylibeh, 1999:56).

Four major components of attitude are (1) Affective: emotions or feelings. (2) Cognitive: belief or opinions held consciously. (3) Conative: inclination for action. (4) Evaluative: positive or negative response to stimuli (Ahmad, 2000:56).

Those issues are of a great interest to scholars and teachers in physical education as it is related closely to the motivation of carrying out all sports activities as they are differ from one person to another and can effect (effective teaching) greatly (Jaber, 1998).

Therefore, the current study aims to to investigate Physical Education Teacher Attitudes towards the Effectiveness of Sport activities in Northern-east Badia. Moreover, analysis of the related studies in this field as follows

Parker(1995) studied high school physical education teachers' views of effective teaching and to examine the underlying rationales behind these definitions. The participants were 14 experienced high school physical education teachers. Three methods of data collection were employed: critical incidents, the Q-sort technique, and informal interviews. Inductive content analysis was used to examine the critical incident forms, and the resulting themes formed the items in the Q-sort. The teachers' underlying rationales for the rankings in the Q-sort were examined in the informal interviews. The overall results revealed that the majority of the teachers in this study defined effective teaching as a hierarchy of pedagogical practices in which organization, management, discipline, and control form the base, with student success being the ultimate goal.

Meanwhile, Ganser (1996) explored the beliefs and ideas that preservice and inservice teachers hold about themselves as teachers, the children they teach, and the setting in which they teach. Participants in this study included preservice teachers enrolled in teacher preparation programs at the University of Wisconsin-Whitewater and inservice teachers employed in three school districts in Wisconsin. The students in the study represented three different stages of teacher preparation field experience. The survey required participants to distribute 100 points among 10 factors that can be associated with the overall effectiveness of a teacher. The study reveals some very strong patterns. All respondents consistently indicated by their distribution of points that teacher factors (intelligence, personality, background, and preparation program) contribute more to the overall effectiveness of teachers, and disproportionately so, than pupil factors (intelligence, personality, and background) or other person factors (other teachers, principal, other school professionals).

Hartherm (1996) studied the effectiveness of teaching among physical education teachers. The findings showed that the factors related to teachers such as personal competence and the preparation programs quality compared to the factors related to the students like the family background and social backgrounds as well as the factors related to school played a role in this effectiveness.

Aql (2011) aimed to explore the effective teaching among English male and female teachers in Nablus governorate. The findings showed that the most fields practiced by teachers are classroom management, performance, educational ability while evaluation and professional development came in the last rank.

Meqdad (2009) examined the perceptions of physical education teachers of effective teaching concepts as perceived by supervisors. The findings showed that the teaching basics domain came in the first rank followed by teaching tasks domain and finally students' domain.

Statement of purpose

Researchers think that teaching physical education can't be achieved unless there are high qualified and enlightened teachers. This must accompanied with suitable preparation and qualification before service. Due to the work of researchers in the educational field they noticed weakness and negative attitudes towards physical education activities. Therefore, the current study is exploring the Physical Education Teacher Attitudes towards the Effectiveness of Sport activities in Northern-east Badia.

Study Questions

To achieve the aim of this study the researchers are seeking to answer the following questions:

1. What are the attitudes of Physical Education Teachers towards the Effectiveness of Sport activities in Northern-east Badia?
2. What are the attitudes of Physical Education Teachers towards personal effectiveness in physical education activities?
3. Are there any significant statistical differences at the level of ($\alpha = 0.05$) in the attitudes of Physical Education Teachers towards the Effectiveness of Sport activities in Northern-east Badia attributed to gender, educational stage and experience?

Significance of the study

The importance of this study emerged from its purpose as it seeks to reach several findings benefiting researcher son both practical and scientifically levels. This can be summarized as follows:

1. Scientific importance: The scientific importance of this study is represented from its goal of rooting an important issue regarding the effectiveness of teaching which affect the attitudes towards the subject positively.
2. Practical Importance: the practical importance is emerged from the goal of this study which is attitudes of Physical Education Teachers towards the Effectiveness of Sport activities in Northern-east Badia.

Objectives of the study

The objectives of this study are:

- Investigating the attitudes of Physical Education Teachers towards the Effectiveness of Sport activities in Northern-east Badia.

- Investigating the attitudes of Physical Education Teachers towards personal effectiveness in physical education activities.
- Exploring if there any significant statistical differences at the level of ($\alpha = 0.05$) in the attitudes of Physical Education Teachers towards the Effectiveness of Sport activities in Northern-east Badia attributed to gender, educational stage and experience.

Definition of terms:

- Attitudes: as individual's attention and feelings to the issue of what is the direction of myself or characterized by a concentration of attention on a particular topic (Alawi, 1994: 219). In this study it's the samples' scores on the attitudes scale.
- Physical Education teachers: A representative sample for physical education teachers teaching in the public school at northeastern Badia district. Their responses present the means of the sample's opinion not just individual opinion.

Methodology

This section describes the sample of the current study, study tool, validity and reliability procedures. It also presents the statistics that used in the analysis of data, and extract the results, this study belongs to a type of descriptive research survey aimed to, analysis, and evaluate of the characteristics of a particular group, or a certain position dominated by the recipe selection (Oppenheim, 1996, P.1)

Study Sample

The sample was of this study is the population too which as all male and female physical education teachers in northern-east Badia totaling (158) male and female teachers while the valid questionnaires were (104) male and female teachers. Table (1) presents the distribution of the sample according to the sample characteristics.

Table (1): Sample characteristics according to study variables

%	No	Variable
Gender		
79.8%	83	male
20.2%	21	Female
100%	104	Total
Educational stage		
32.7%	34	Basic
67.3%	70	Secondary
100%	104	Total
Experience		
60.6%	63	Less than 5 yrs
39.4%	41	5yrs+
100%	104	Total

Study Tool

The researchers reviewed the related literature and the as well as previous Arabic and foreign studies to develop a questionnaire. The questionnaire consisted in its first form of (16) items distributed into two domains: Classroom management and Personal competence. The questionnaire was developed according to likert- 5 scale: always, often, sometimes, little and not at all (1,2,3,4,5)

Instrument Validity

Validity was established through content and face validity, and the instrument was standardized on the response of a experts group of in Educational administration. The raters canceled two items and modified other items. The final form of the questionnaire consisted of (16) items distributed into the same two domains.

3.5 Instrument reliability

Reliability of the instrument was determined through a pilot study; sample of 30 respondents from of the study population. The reliability coefficient was (0.78- 0.93) and it seemed to be reliable for use a Jordanian population. Table(2) presents the correlation between domains and the tool as a whole.

Table(2): the correlation between dominos and the tool as a whole

Correlation	Domain	No
0.93	Classroom Management	.1
0.87	Personal competence	.2
0.90	Total	

Table(2) shows that there is a strong positive correlation ranged between(0.87- 0.93) between the domains and the tool as a whole. The total reliability is (0.09) showing high ability for administration in Jordanian samples.

Study variables:

The study contains the following variables

1. Independent Variables:

- Gender within two levels (male, female)
- Educational stage: basic, secondary
- Experience: less than five yrs. 5 yrs+

2. Dependent variables: teachers' attitudes and personal competence.

Study Findings and Discussion

The first question: What are the attitudes of Physical Education Teachers towards the Effectiveness of Sport activities in Northern-east Badia?

First- classroom management: This domain contains (9) items describing teachers attitudes towards physical education activities. Therefore means and standard deviations for each items were calculated as shown in table (3)

Table(3): means, standard deviations and rank for classroom management

Rank	SD	M	First domain: classroom management	No
2	1.27	3.91	I start my lesson with motivating stimulation for physical activity	.1
1	1.43	3.94	I manage time and distribute it	.2
3	1.49	3.49	I carry out good and careful preparation for the material	.3
4	1.42	3.48	I observe individual differences between students	.4
8	1.71	3.13	I take care of presentation and explanation	.5
5	1.21	3.30	I focus in increasing students motivation.	.6
6	1.37	3.27	I align between the tasks and students' abilities	.7
7	1.53	3.22	I develop the behavioral domains among students (genitive, emotional and behavioral)	.8
9	1.40	2.87	I focus on active participation of students	.9
*2	1.08	3.40	Total	

*domains according to other domains

Table (3) showed that the means of this domain ranged between (2.87) and (4.94) as item (2) provided that (I manage time and distribute it) came in the first rank with a mean of (3.94) followed by item (1) and item (3). This means that teachers show average attitudes towards the effectiveness of school management. This can be explained by the positive attitudes between teachers regarding the practices that may enhance motivation and active participation of their students.

This results is consistent with other studies such as (Barker, 1995), (Ganser, 1996), (Hartthern, 1996), (Aql, 2002) and (Meqdad, 2002) within the positive attitudes towards the material and teaching effectiveness inside the classroom.

The second question: What are the attitudes of Physical Education Teachers towards personal effectiveness in physical education activities?

Second: Personal competence: This domain contains (7) items describing teachers attitudes towards physical education activities. Therefore means and standard deviations for each items were calculated as shown in table (4)

Table(4): means, standard deviations and rank for personal competence

Rank	SD	M	Second domain: personal competence	No
1	1.24	4.08	I have the personal competence to teach Physical Education	.10
3	1.38	3.82	I feel thrilled when teaching physical education	.11
2	1.30	3.89	I deal with negative behaviors quietly.	.12
4	1.33	3.66	I accept students view and discuss them respectively	.13
6	1.12	3.48	Responding to school regulations regarding students organization	.14
3	.910	3.82	I instill values and attitudes in students	.15
5	1.16	3.49	I have the control and I can mange the lesson effectively	.16
*1	.940	3.75	Total	

*domains according to other domains .

Table (4) showed that the means, standard deviations and ranks for personal competence domain ranged between (3.48-4.08) as item (10) provided that (I have the personal competence to teach Physical Education) came in the first rank with a mean of (4.08) followed by item (12) with a mean of (3.08), this shows that their attitudes towards the personal competence is high as the total mean is 3.75: 5.00. This high and positive attitude may be referred to the type of qualification and special competences of physical education teachers and the type of preparation they took in the university or during their service.

This results is consistent with other studies such as (Barker, 1995), (Ganser, 1996), (Hartthorn, 1996), (Aql, 2002) and (Meqdad, 2002) within the positive attitudes towards the personal competence which leads to effective teaching practices.

With regard to their attitudes towards the effectiveness of physical education activities in northern east Badia means, standard deviations and ranks were calculated for domains and the tool a whole as shown in table (6)

Table (6): Means, standard deviations and ranks domains and the tool a whole

Attitudes	R	SD	M	Domain	No
Average	2	1.08	3.40	Classroom management	.1
High	1	.940	3.75	Personal competence	.2
Average		.980	3.57	Total	

Table (6) showed that the attitudes towards personal competence was high while the attitudes towards classroom management was in an average level, this means that the total attitudes towards the effectiveness of physical education activities is in an average level. This means that teachers know their effect on their students through transferring knowledge and the importance of the activities in students' health and mental life. This results is consistent with other studies such as (Barker, 1995), (Ganser, 1996), (Hartthorn, 1996), (Aql, 2002) and (Meqdad, 2002)

The third question: Are there any significant statistical differences at the level of ($\alpha = 0.05$) in the attitudes of Physical Education Teachers towards the Effectiveness of Sport activities in Northern-east Badia attributed to gender, educational stage and experience?

To find if there are any significant statistical differences at the level of ($\alpha = 0.05$) in the attitudes of Physical Education Teachers towards the Effectiveness of Sport activities in Northern-east Badia attributed to gender, educational stage and experience the researchers calculated means, standard deviations and conduct Levene's Test for Equality of Variances attributed to gender as shown in table(7):

Table7: Levene's Test for Equality of Variances

Sig	F	SD	M	Number	Gender	Domain
.1310	2.317	1.03	3.42	83	male	Classroom management
		1.27	3.33	21	Female	
.5590	.3450	.930	3.79	83	male	Personal competence
		.980	3.59	21	Female	
.2780	1.191	.960	3.60	83	male	Total
		1.09	3.46	21	Female	

To find if there are any significant statistical differences at the level of ($\alpha = 0.05$) in the attitudes of Physical Education Teachers towards the Effectiveness of Sport activities in Northern-east Badia attributed to gender, educational stage and experience the researchers calculated means, standard deviations and conduct Levene's Test for Equality of Variances attribute to educational stage as shown in table (8)

Table8: Levene's Test for Equality of Variances

Sig	F	SD	M	Number	Gender	Domain
.2500	1.337	1.18	3.44	34	Basic	Classroom management
		1.04	3.38	70	secondary	
.045*0	4.102	1.05	3.69	34	Basic	Personal competence
		.890	3.77	70	secondary	
.0890	2.955	1.09	3.56	34	Basic	Total
		.940	3.58	70	secondary	

* To find if there are any significant statistical differences at the level of ($\alpha = 0.05$) in the attitudes of Physical Education Teachers towards the Effectiveness of Sport activities in Northern-east Badia attributed to gender, educational stage and experience the researchers calculated means, standard deviations and conduct Levene's Test for Equality of Variances attribute to experience as shown in table (9)

Table9: Levene's Test for Equality of Variances

Sig	F	SD	M	Number	Gender	Domain
.6640	.1900	1.10	3.44	63	Less than5yrs	Classroom management
		1.05	3.33	41	5yrs+	
.3420	.9120	.960	3.74	63	Less than5yrs	Personal competence
		.920	3.76	41	5yrs+	
.4540	.5640	1.00	3.59	63	Less than5yrs	Total
		.960	3.55	41	5yrs+	

The above results showed that there are no significant statistical differences in male and female teachers towards the effectiveness of physical education teachers attributed to the variables of this study except in personal competence domain for the favor of secondary stage teachers. This reflects that all teachers have positive attitudes towards those activities since they form the effective teaching aiming to develop students and transfer suitable knowledge for them. Moreover, most teachers had the same qualifications and the same type of training during service so they have the same attitudes. This results is consistent with other studies such as (Barker, 1995), (Ganser, 1996), (Hartthern, 1996), (Aql, 2002) and (Meqdad, 2002).

Recommendations

Based on the recommendations of the study the researchers recommend:

- The need of students' active participation in tasks and activities meeting their abilities and needs as well as developing their behavioral and emotional domains.
- working in acquiring control skills and effective management of the lesson and responding to school regulation related to students learning.
- conducting similar studies in different samples within other variables.

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